

Vermont's
Alternative Licensure Program:
Peer Review

Handbook for Applicants

(Revised April 2008)



Educator Quality Division
(802) 828-0449

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MISSION STATEMENT

Peer review provides a non-traditional licensure process for candidates who demonstrate proficiency in meeting the standards for Vermont educators. Peer review guides prospective candidates through this unique and rigorous process of licensure by evaluating and ultimately recommending licensure to qualified candidates. The peer review process recognizes that rich life experiences and diverse backgrounds, gained outside of formal teacher education programs, can be used to demonstrate the requirements for Vermont educators. This process encourages highly qualified and passionate individuals to pursue licensure to benefit all Vermont students.

INTRODUCTION

Most individuals wishing to become licensed as teachers or administrators enroll and complete state approved preparation programs. However, there are alternate routes to educator licensure in many states. Vermont's alternate route is License by Evaluation or "Peer Review." Peer Review is for individuals who have acquired the knowledge and skills needed to meet the *General Requirements and Principles for Vermont Educators*¹ (for initial licensure) and the requirements and competencies for the endorsement(s) they seek through coursework, workshops, and life experiences, rather than through a preparation program.

The authority for the Vermont Standards Board for Professional Educators (VSBPE) to grant licenses through Peer Review is provided for in Vermont's *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals*, Section 5331.

5331 Peer Review

An individual who holds at least a baccalaureate degree, from a regionally accredited or state-approved institution and who has successfully completed a major, or its equivalent, in the liberal arts and sciences, or in the content area of the endorsement sought, may be licensed or receive additional endorsements, through a peer review process that is approved and periodically monitored by the Standards Board. For endorsement areas requiring an advanced degree, the individual must hold the specified advanced degree in order to be deemed eligible to proceed with the Peer Review process. Any evaluation panel established to review the qualifications of an applicant under this section shall include individuals who are qualified in the field of practice for the endorsement(s) sought by the candidate. The evaluation panel shall determine whether the applicant meets the requirements for licensure based on evidence of competence, preparation, and experience in the field of practice for which the license and/or endorsement(s) is sought and recommend accordingly. The applicant shall meet requirements for updated knowledge and skills as established by Standards Board policy when there is a time lapse of ten (10) or more years between the time of recommendation for licensure and application for licensure. (*Regulations 4/08, page 11*)

¹ "Requirements" are the conditions an applicant must meet (e.g., "...12 consecutive weeks of student teaching, or the equivalent...") and "principles" refer to the knowledge and skills a candidate must demonstrate (e.g., "creates a classroom climate that encourages respect for self and others...").

This Handbook is designed to provide the prospective Peer Review candidate with the information needed to:

- Understand the Peer Review process and its expectations and requirements
- Determine if this route is the most appropriate pathway to licensure
- Gain a better understanding of how to prepare a professional portfolio that clearly and accurately reflects his or her knowledge, skills, and dispositions
- Understand the criteria the Peer Review Panel uses and the process it undertakes in evaluating the candidate for initial licensure or adding an endorsement
- Understand how to proceed after the Panel has made its recommendation

In addition to the guidance this Handbook provides, candidates for Peer Review can obtain further information on licensing by contacting the Licensing Office at the Vermont Department of Education (802-828-2445; DOE-LicensingInfo@state.vt.us).

For additional information on the Peer Review process or if you wish to register for a Peer Review Clinic, please contact the Peer Review Program Assistant (802-828-0449; linda.hendrickson@state.vt.us) or Peer Review Consultant (802-658-7970; vtpeerreview@comcast.net).

PEER PREVIEW PROCESS

The Peer Review process has five stages: (1) applying for Peer Review, (2) attending a Peer Review Clinic, (3) preparing the portfolio, (4) undertaking the evaluation process, and (5) acting upon the Peer Review Panel's recommendation. While all candidates must proceed through these stages, the process is somewhat different for individuals seeking *initial licensure* (i.e., those who do not currently hold a Vermont license) and those seeking an *additional endorsement* to add to their current Vermont license. As you read this Handbook, please note which set of procedures pertains to you.

Overview of the Peer Review Process

<i>Activity</i>	<i>Description</i>	<i>Responsibility of:</i>
STAGE 1		
Applying for Peer Review	Applicant submits cover letter, transcripts (copies are acceptable), resume, \$40 check, requesting eligibility determination to participate in Peer Review.	Applicant
Determining Eligibility	Applicant's transcripts, etc. are reviewed. A letter informing the applicant of his/her eligibility status is sent along with a copy of the general requirements and basic principles, if applicable, and a recording form for the endorsement area being sought.	Peer Review Program Assistant

<i>Activity</i>	<i>Description</i>	<i>Responsibility of:</i>
STAGE 2		
Peer Review Clinic	Attendees will be presented with an overview of the Peer Review process, have an opportunity to ask questions, and be able to view exemplary portfolios. Clinic attendance is mandatory and free.	Peer Review Consultant
STAGE 3		
Preparing the Peer Review Portfolio	Using the portfolio guidelines provided, the candidate addresses the general requirements and basic principles, if applicable, and the endorsement's additional requirements and competencies, and assembles the documentation needed in an organized professional portfolio. Any questions on the process or competencies are directed to the Peer Review Consultant.	Candidate
Advisement	Candidates are provided with advice, if necessary, as they go through the process of preparing the Peer Review portfolio.	Peer Review Consultant
Submit the Completed Peer Review Portfolio	The candidate sends 4 copies of the completed portfolio, along with the fee for Peer Review, to the Peer Review Program.	Candidate
STAGE 4		
Initial Review of the Peer Review Portfolio	The portfolio is reviewed to ensure that the candidate has addressed the general requirements and basic principles, if applicable, and the appropriate competencies and provided supporting documentation. The candidate is notified if any additional information is needed.	Peer Review Consultant
Assembling the Peer Review Panel and Scheduling the Interview	After the portfolio is accepted, a panel of educators licensed in the endorsement area being sought is assembled. They receive the candidate's portfolio and review it independently using the recording forms provided with the portfolio.	Peer Review Consultant and Panel
The Interview	The candidate meets with the Peer Review Panel to answer any questions and provide any supplemental information. The candidate should bring his or her copy of the portfolio to the interview.	Candidate

<i>Activity</i>	<i>Description</i>	<i>Responsibility of:</i>
The Evaluation Process	After the interview with the candidate, the Panel discusses the evidence and determines which general requirements and basic principles, if applicable, and the endorsement's additional requirements and competencies have been met. The Peer Review Consultant serves as a resource to the Panel.	Peer Review Panel
Peer Review Panel's Recommendation	<p>A Panel Summary is written for candidates who have met all the general requirements and basic principles, if applicable, and the endorsement's additional requirements and competencies.</p> <p>A draft Panel Summary and Evaluation is written for candidates who have not met all the general requirements and basic principles, if applicable, and the endorsement's additional requirements and competencies. The drafts are circulated among panelists to verify accuracy. Panelists then sign the summary page.</p>	Peer Review Consultant and Panel
STAGE 5		
Inform Candidate of Panel's Conclusions	Send letter to candidate with a copy of the Panel Summary and Evaluation, if applicable.	Peer Review Program Assistant
Inform the Licensing Office of Results	Send copy of candidate letter to the Licensing Office.	Peer Review Program Assistant
Licensure or Additional Endorsement	If a Panel recommends a candidate for the license or additional endorsement, information on what the candidate needs to do will be sent to the candidate.	Director for Educator Quality
Advisement	Provide advice to candidates who were determined not to have met all the general requirements and basic principles, if applicable, and endorsement's additional requirements and competencies.	Peer Review Consultant
Reconsideration	Candidates who believe they have additional documentation for the Panel to consider, can submit 4 copies to the Peer Review Consultant within two (2) months of their official written notification.	Candidate
Reconsideration	Any additional documentation will be shared with the Panel. If the Panel then wishes to amend its evaluation, those changes and explanation for the changes must be documented.	Peer Review Consultant and Panel

<i>Activity</i>	<i>Description</i>	<i>Responsibility of:</i>
Plan of Action	Candidates who agree with the Panel's evaluation can develop a Plan of Action detailing what activities will be undertaken to meet those areas which were determined to be "inadequate." A Plan of Action (4 copies) must be submitted within six (6) months of their official written notification. The Plan of Action work must be completed within two (2) years of their official written notification.	Candidate
Appeal	If after the Panel's reconsideration, the candidate believes the process was not followed correctly or the judgments were somehow biased, the candidate can appeal to the Vermont Standards Board for Professional Educators (VSBPE).	Candidate

Stage 1: Applying to Peer Review

In order to be considered for Peer Review, all prospective applicants must hold a minimum of a baccalaureate degree or, if the endorsement area requires it, the specified advanced degree.² If you meet this basic requirement, you should first read this Handbook and the requirements and competencies of the license and/or endorsement you seek³. If after doing so you are reasonably certain that you meet the requirements and competencies, begin the application process by sending the following to the Peer Review Program, Educator Quality Division, Vermont Department of Education, 120 State Street, Montpelier, VT 05620-2501.

- ☐ A cover letter requesting a determination of eligibility for Peer Review and specifying the license or endorsement you are seeking (e.g., Elementary Education K-6, Science 7-12)
- ☐ Transcripts (copies are acceptable) of undergraduate and graduate (if applicable) study
- ☐ A current resume
- ☐ A non-refundable check for \$40 made payable to the *Vermont Department of Education*

This application process is the same for all individuals, regardless of whether they are seeking *initial licensure* or an *additional endorsement*.

Your application will be reviewed to determine your eligibility for Peer Review. You will receive a letter of eligibility informing you of the decision.

Educator Testing Requirements⁴

Praxis I: All candidates seeking *initial licensure* in Vermont must meet the State's passing scores on the Praxis I Pre-Professional Skills Tests (PPST) in reading (177), mathematics (175) and writing (174); or a composite score of 526 or greater; or qualifying scores from SAT, GRE or ACT exams. Since failure to reach these Praxis I passing test scores will bar you from licensure regardless of what a Peer Review Panel recommends, it is **strongly recommended that candidates complete the testing requirement before applying for Peer Review.**

Praxis II: All candidates seeking *initial licensure* or an *additional endorsement* in Elementary Education (K-6), English (7-12), Science (7-12), Social Studies (7-12), Mathematics (7-12), Art, Music, Physical Education, Modern and Classical Languages⁵, Middle Grades (5-9) must meet the state's passing scores on either the multiple choice or constructed response versions of the

² Peer Review can only *recommend* applicants for licensure. Successful Peer Review candidates must achieve passing scores on any required licensure tests and meet any other requirements for licensure (e.g., criminal record check).

³ These can be obtained by contacting the Peer Review Program Assistant at 802-828-0449 or by email (DOE-LicensingInfo@state.vt.us) or at this Website: <http://www.state.vt.us/educ/new/html/maincert.html>

⁴ Candidates whose letters of eligibility are dated September 1, 2008 or later, will be required to having passing scores for each appropriate Praxis test prior to submission of their portfolio.

⁵ For licensure in French, Spanish, German, or Latin, individuals must take and pass the required Praxis II tests. In all other languages, ACTFL or ASLTA testing is required to demonstrate proficiency.

Praxis II before that license or endorsement can be granted. Praxis II subject assessments for other endorsements will be phased in during subsequent years.

If it is necessary for you to pass a Praxis II subject assessment test in order to be granted the *initial licensure* or *additional endorsement* you seek, it is **strongly recommended that you take and pass Praxis II before applying for Peer Review.**

For more information on educator testing, including costs and location of test sites, refer to the following Website (<http://www.state.vt.us/educ/new/html/maincert.html>) for the brochure which outlines Vermont's Testing Requirements for Educator Licensure or contact the Educator Testing Assistant in the Educator Quality Division (802-828-0449).

Stage 2: Peer Review Clinics

Attendance is required at one Peer Review Clinic. Peer Review Clinics provide support to candidates who are considering Peer Review or who would like consultation as they prepare their portfolios. Attendees will be presented with an overview of Peer Review and the process, have an opportunity to ask questions, and be able to view exemplary portfolios. Individual consultation will be available. Clinic dates are posted on the Department's Webpage on Calendar of Events (<http://education.vermont.gov/new/html/mainnew.html>) and are held at the Department's offices at 1311 US Route 302 in Berlin. Clinic attendees are required to pre-register by emailing vtpeerreview@comcast.net with their contact information as well as the endorsement being sought. There is no charge to attend a clinic.

Stage 3: Preparing the Portfolio

A portfolio is an edited but significant collection of materials or artifacts that you assemble in order to demonstrate and verify that you possess the knowledge, skills, and dispositions required for meeting the requirements and competencies of the license and/or endorsement area you seek. It is the single most important component of the Peer Review process. It is through the portfolio that the Panel is introduced to the candidate and learns about his or her experiences, accomplishments, and abilities. It is crucial that candidates approach creating their portfolios in a thoughtful, purposeful manner and take the time needed to ensure that their portfolios are a complete and accurate reflection of who they are as educators.

The guidelines for creating your portfolio are presented in the next chapter and are discussed at the Peer Review Clinics. It is strongly recommended that these general guidelines are read, understood and followed. Be certain that you support statements on the quality of your work with documentation and evidence. It is important for all Peer Review candidates to know that an organized and well-written portfolio will present you in the best possible light. On the other hand, a portfolio that is difficult for the Panel to read because it is disorganized and has typographical or grammatical errors will do the opposite; it will adversely impact the Panel's evaluation of your knowledge and abilities.

Addressing the Competencies – Initial Licensure Candidates

If you are applying to Peer Review to obtain *initial licensure* in Vermont, you must address the following:

- General Requirements for All Initial Licenses
- 16 Principles for Vermont Educators
- Endorsement Requirements and Competencies

5231 GENERAL REQUIREMENTS FOR ALL INITIAL LICENSES

- Requirement #1: Except as otherwise noted by this section, the applicant shall hold a baccalaureate degree from a regionally accredited or state-approved institution and shall have successfully completed a major, or its equivalent, in the liberal arts and sciences, or in the content area of the endorsement sought.
- Requirement #2: Documentation of the specified content knowledge and performance standards and additional requirements, if any, for the endorsement being sought.
- Requirement #3: Evidence of at least twelve (12) consecutive weeks of student teaching, or an equivalent learning experience as determined by Standards Board policy or by the requirements of the endorsement.
- Requirement #4: Demonstrated ability to communicate effectively in speaking, writing, and other forms of creative expression and ability to apply basic mathematical skills, critical thinking skills, and creative thinking skills.
- Requirement #5: Demonstrated competency as specified in the following requirements (also referred to as the *Principles for Vermont Educators*):

5235 PRINCIPLES FOR VERMONT EDUCATORS

LEARNING

- Principle #1: The educator has knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of *Vermont's Framework of Standards and Learning Opportunities*.

PROFESSIONAL KNOWLEDGE

- Principle #2: The educator understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.
- Principle #3: The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.
- Principle #4: The educator understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in *Vermont's Framework of Standards and Learning Opportunities*.
- Principle #5: The educator creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.
- Principle #6: The educator implements, adapts, revises, and, when necessary, creates curriculum based on standards, knowledge of subject matter, and student needs and interests.

- Principle #7: The educator uses multiple assessment strategies to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.
- Principle #8: The educator integrates students with disabilities into appropriate learning situations.
- Principle #9: The educator integrates current technologies in instruction, assessment, and professional productivity.
- Principle #10: The educator understands conditions and actions which would tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address discrimination.

COLLEAGUESHIP

- Principle #11: The educator works as a team member and establishes collaborative relationships with school colleagues, parents, agencies and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum.

ADVOCACY

- Principle #12: The educator recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students.

ACCOUNTABILITY

- Principle #13: The educator understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.
- Principle #14: The educator grows professionally, through a variety of approaches, to improve professional practice and student learning.
- Principle #15: The educator assesses student progress in relation to standards and modifies curricula and instruction, as necessary, to improve student learning.
- Principle #16: The educator maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood.

With the exceptions below, these *initial licensure* general requirements and principles must be addressed by all Peer Review candidates who do not hold a Vermont license. Candidates seeking initial licensure in the following clinical support areas do not need to address the sixteen principles for Vermont educators: School Psychologist, School Nurse, Associate School Nurse, School Social Worker, School Counselor, Career and Technical Education School Counseling Coordinator, Cooperative Career and Technical Education Coordinator, Adult Services Coordinator or Junior ROTC Instructor. However, they must still address the General Requirements.⁶ **After addressing these “General Requirements and Principles for Vermont Educators” (if applicable), all candidates must then address the endorsement-specific requirements and competencies.**

⁶ However, to add any other endorsements, the candidate would be required to address the 16 principles at that time.

Addressing the Competencies – Additional Endorsement Candidates

Educators who currently hold valid Vermont licensure and are applying to Peer Review to add an endorsement only need to address the additional requirements and competencies of the new endorsement. For example, if a teacher is seeking an additional endorsement in Modern and Classical Languages, the teacher would only need to address the additional requirements and the knowledge and performance standards (i.e., the "competencies") for the Modern and Classical Languages endorsement (see Appendix A.2).

Sending in the Portfolio

Once you have addressed all the requirements and competencies, and provided evidence and documentation to support your conclusions, assemble your portfolio according to the guidelines in the next chapter of this handbook. Be certain to include the following documents at the front of your portfolio:

- ☐ Cover letter to the Peer Review Panel
- ☐ Copy of any relevant licenses (e.g., Vermont Educator License, Vermont Nursing License)
- ☐ Three letters of support from professionals who can attest to your work and knowledge (NOTE: Must be on official letterhead and signed.)

Submit **four copies** of your portfolio along with a check payable to the “*Vermont Department of Education*” in the amount of \$1,200 to cover the fee for Peer Review to:

Mailing Address: Peer Review Program
 Educator Quality Division
 Vermont Department of Education
 120 State Street
 Montpelier, Vermont 05620-2501

Physical Address: 1311 VT US Route 302
 Berlin, Vermont

Be certain to keep your originals in the event the portfolios do not arrive at their destination. Also, the four copies submitted will not be returned to you once the process has been completed.

Stage 4: Evaluation Process

The Peer Review Evaluation is a three-step process: (1) individual Panel members’ assessments of the portfolio, (2) the interview with the candidate, and (3) the Panel’s summary and evaluation. Throughout all phases of the evaluation process, the members of the Peer Review Panel are responsible for determining whether or not the candidate meets the general requirements and basic principles for initial licensure, if applicable, and the additional requirements and competencies of the endorsement sought. The role of the Peer Review Consultant is that of facilitator and resource to the Panel, and advisor and resource to the candidate.

Composition of the Peer Review Panel

Once four copies of your completed portfolio are received, the Consultant will convene a Peer Review Panel. *Regulations*⁷ (section 5331) specify that the Panel “shall include individuals who are qualified in the field of practice for the endorsement(s) sought.” Typically, members of the Peer Review Panel are currently licensed and practicing educators.

The Consultant seeks to assemble a Panel that includes educators across the instructional levels of the endorsement. For example, if a candidate is seeking an endorsement as a K-12 physical education teacher, the Panel will include physical education teachers working at the elementary and secondary levels. In addition, the Consultant seeks to maintain impartiality of the Panel and ascertains if any prospective Panel member has any conflict of interest or personal experiences with the candidate.

Peer Review Panel’s Individual Assessments

Once the members of a Peer Review Panel are identified, copies of the candidate’s portfolio are sent to them along with the appropriate Recording Forms (refer to Appendix A). Panel members are instructed to carefully read the entire portfolio and to use the Recording Forms to indicate whether the evidence presented is “adequate” or “inadequate.” Panelists also are asked to write any questions regarding a specific competency or piece of evidence that they wish to ask the candidate at the interview. This individual assessment by the Panelist is completed prior to the interview and Panel meeting.

Candidates are encouraged to use the Recording Forms as a self-assessment tool prior to submitting the portfolio in order to anticipate any “gaps” or weaknesses in the evidence or narrative. A set of the Recording Forms will be enclosed with the letter of eligibility (see page 4).

The Interview

The interview is an opportunity for candidates to provide additional information, respond to the Panel’s need for clarification, and submit more evidence to demonstrate their knowledge, skills and dispositions. Although each interview is unique and dependent upon the endorsement sought, the portfolio, and the Panel, there are some commonalities across interviews.

What can you expect during an interview?

1. The interview will be brief, approximately an hour.
2. Panel members will ask questions they have regarding your experiences, education, and/or documentation. It is a good idea to keep your responses concise and focused.
3. Share any additional evidence or documentation that you have brought. It is most effective to do so in the context of a response to a question.
4. There will be an opportunity during the interview for you to ask the Panel questions.

⁷ *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals (4/08) p.11.*

5. At the conclusion of the interview, you will depart. The Panel meets after the interview to discuss all of the evidence, and determine if the evidence presented is adequate.

Stage 5: Peer Review Panel's Recommendation

When the Panel Finds All Requirements and Competencies Have Been Met

Panel Summary: If a Peer Review Panel determines that the candidate has adequately met all initial licensure requirements and principles, if applicable, and the endorsement's additional requirements and competencies at an adequate level, the Panel recommends to the Vermont Standards Board for Professional Standards (VSBPE) that the candidate be granted the license and/or endorsement sought.

The Educator Quality Division Director will inform the candidate, in writing, of the Panel's recommendation and how to proceed with application for licensure. If the candidate is being recommended for initial licensure, the Application for Initial Vermont Educator License and all required documentation (e.g., testing, criminal records check) should be sent to the Licensing Office for processing. If the candidate is recommended for an additional endorsement, instructions are given on how to add the endorsement to their existing license.

When the Panel Finds Not All Requirements and Competencies Are Met

Panel Summary and Evaluation: For candidates who the Panel determines have not adequately met all initial licensure requirements and principles, if applicable, and the endorsement's additional requirements and competencies:

The Panel Summary and Evaluation will:

- Reflects the Panel's assessment of the candidate's knowledge, skills and disposition as demonstrated by the portfolio, interview responses, and additional documentation provided
- Is presented in terms of each competency or cluster of competencies (see Appendix B)
- Includes the name, title, and school of each Panel member, and their signatures, verifying the accuracy of the Panel Summary and Evaluation
- Peer Review candidates receive a copy of the signed Panel Summary and Evaluation along with directions on what are the candidate's next steps.

If the Peer Review Panel determines that the candidate did not provide sufficient evidence demonstrating that he or she has met all of the requirements and competencies, the candidate has the following options:

- *Ask the Panel to Reconsider its Decision in Light of New Evidence*

If you believe that you can provide additional documentation or evidence that may change the Panel's evaluation of any requirement or competency it found to be "inadequate," it is incumbent upon you to contact the Peer Review Consultant and submit the additional evidence (4 copies) within two months of your official notification. The Consultant will send the additional evidence to the Panel, collect their feedback, and inform you of the Panel's response.

- ***Accept the Results of the Evaluation and Develop a Plan***

If you agree with the Panel's evaluation and are still interested in pursuing licensure, develop a Plan of Action detailing what activities you will undertake to meet the requirements and competencies the Panel found to be "inadequate." It is **strongly recommended** that you discuss what you are considering with the Peer Review Consultant *before* you develop a Plan of Action. You have six months from the date of your official notification to submit a plan of action. Submit four copies of your Plan to your Peer Review Panel through the Consultant for the Panel's review. The Consultant will inform you of the Panel's decision as to whether or not the proposed plan would meet the competencies cited.

When you have completed all of the activities described in your Plan, submit four copies of the evidence and documentation to the Peer Review Consultant. The Consultant will send the evidence to the Panel members for their review. You are required to complete the work in the Plan within two years of receiving your official notification.

If the Panel determines that you successfully completed your Plan of Action, the Peer Review Consultant will inform you and the Director of Educator Quality in writing. You then complete the Application for Initial Vermont Educator License, if required, and send all required documentation to the Licensing Office for processing.

- ***After Panel Reconsiders, Appeal Decision to the Vermont Standards Board for Professional Educators (VSBPE)***

If after the Panel's reconsideration you believe that the Panel did not follow "applicable procedures" or that the decision was unreasonable, you can appeal to the VSBPE. To appeal to the VSBPE, write a letter addressed to the Chair of the VSBPE (in c/o the Educator Quality Division) within 30 days of the Panel's final decision. Explain the reason and grounds for your appeal in your letter. The Chair of the VSBPE will appoint a subcommittee to review the matter and recommend its findings and disposition to the VSBPE. You will be invited to meet with the subcommittee to present your case. The VSBPE can adopt the subcommittee's recommendation, or issue its own recommendation.

CREATING YOUR PEER REVIEW PORTFOLIO

This section of the Handbook describes what you should do to create your Peer Review Portfolio. It includes suggestions for collecting and selecting evidence, the format to use when addressing each requirement and competency, and how to organize your portfolio.

What is a Peer Review Portfolio?

A professional portfolio is a purposeful and reflective collection of documents and artifacts that provide evidence of one's knowledge, skills, accomplishments, and learning. The purpose of a Peer Review Portfolio is to provide evidence of your knowledge and accomplishments as they relate to the initial licensure and/or the endorsement competencies. The portfolio is more than a record of activities and experiences; it indicates specifically **how** you met the competency and what **evidence** exists to verify that you have done so.

Getting Started

Step 1 – Study the Requirements and Competencies

Before you begin to write, read and study the initial licensure general requirements and basic principles, if applicable, and the endorsement's additional requirements and competencies very carefully in order to fully understand the knowledge and skills each competency addresses. You will see that there is a great deal of overlap, especially between the initial licensure principles and some of the endorsement competencies. Note where the overlap is; you may decide to use the same evidence to address any competencies that are similar.

If you do not meet one or more of the endorsement's "Additional Requirements" (e.g., if you do not have 21 credits in special education which is required for the special educator endorsement), you must demonstrate that you have coursework and/or experiences that are equivalent to that requirement.

Please note: For the eight lengthiest endorsements (i.e., Special Educator, Consulting Teacher, Early Childhood Special Educator, Intensive Special Education Teacher, Early Childhood Education, Elementary Education, Middle Grades, and Reading/English Language Arts Specialist), the Knowledge and Performance Standards (also known as the competencies) have been grouped or "clustered" together. This clustering is intended to assist you as you develop evidence to address the competencies for these lengthier endorsements.

If you indicate an interest in one of these eight endorsement areas, a sheet outlining the topical areas will be sent to you along with the full endorsement competencies. Please be aware that although you will only be required to write to the clustered competencies, you are nonetheless responsible for meeting all of the competencies and requirements of the endorsement, and the Panelists may ask you how you have met one or more of the extended competencies in the interview. To ensure that you are addressing the competencies completely, refer back to the full-length endorsement frequently to make certain that your evidence addresses each of the individual competencies.

Step 2 - Collect Evidence

Using your knowledge of the competencies and requirements you need to address, begin collecting evidence. Collect evidence, artifacts, and documents that you believe can demonstrate that you have met the general requirements and principles for initial licensure and/or the additional requirements and competencies for the endorsement. Evidence can include, but is not limited to, the following:

- Transcripts of relevant coursework
- Evaluations or performance reviews of educational work experiences
- Letters of reference
- Certificates of participation at related workshops and conferences
- Documentation of teaching experiences
- Documentation of conference or workshop preparation and presentation
- Samples of published or unpublished papers or articles
- Documentation of educational advocacy activities
- Participation in school-community partnership activities
- Participation in school-business/industry partnership activities
- Evidence of your creative work (e.g., pictures of your sculptures or paintings)
- Videotapes of your teaching
- Lesson plans aligned with *Vermont's Framework of Standards and Learning Opportunities*
- Student work and assessments⁸
- Documentation of integrated standards-based studies/thematic units
- Concrete examples of accommodations made for students with different needs/styles
- Student portfolios
- Documentation of differentiated student learning plans
- Grading/assessment policies and examples
- Evidence of use of computer technology in the learning and teaching process
- Documentation of feedback from colleagues and supervisors
- Documentation of participation on school-community projects
- Bibliography of research articles read, including critical annotations for each article
- Documentation of service on district, state or national educational committees
- Documentation of job-embedded new learning activities

Step 3 – Select Evidence

Of the possible artifacts you have included, select those which will **best document** how you meet the competencies. It is important to be selective - more is not necessarily better. Each requirement may be documented by more than one piece of evidence (typically 2-5 pieces of evidence for each competency) and each piece of evidence can document more than one requirement.

When selecting which pieces of evidence to use, ask yourself the following questions:

⁸ Note: Ensure student confidentiality by deleting names and other identifying information from student work and assessments. If using photographs and/or videotapes of students, be certain to get the appropriate permission to do so.

- ☐ Which evidence do I have available? Which do I need to locate? Which do I need to generate?
- ☐ Which are the most persuasive and offer clear evidence of my meeting the competency?
- ☐ Which can be used to address more than one requirement?
- ☐ How current is this, and does it reflect the latest ideas of best practice?
- ☐ Have I used as much evidence of student learning as possible to document teaching competence (attestations/letters should be used sparingly)?
- ☐ Do I have enough evidence to demonstrate this requirement or competency? (One piece of evidence may not be adequate to document how you have met a particular requirement or competency.)

Once you have made your possible selections, begin to write to each competency. Keep in mind the recommended organization of the portfolio (see page 21).

Writing to the Competencies

Connections and reflections distinguish a portfolio from just a collection of documents and artifacts. It is necessary to articulate the connection between the competencies and your “internal” understanding of these competencies. In the selecting stage, you matched artifacts with specific competencies. This step in the portfolio-building process is where the thinking that led to that linkage becomes clear. In addition to explaining the connections between the evidence and your artifacts and accomplishments, you must reflect on how you have been affected by these experiences. Reflective statements will enhance the meaningfulness of the artifacts included in the portfolio.

Format for Addressing Requirements and Competencies

The narrative for each requirement, principle, or competency has four major components:

- a re-statement of the requirement or competency being addressed
- the evidence that shows you have met the requirement or competency
- a detailed description of the activity or event that produced the evidence you have included
- an analysis and/or reflection explaining how what you have done meets the requirement or competency

Include the artifact (e.g., student assessment) or document (e.g., transcript) you have used to address the requirement or competency. Be certain to clearly label each piece of evidence.

1. Re-state the Requirement or Competency:

Begin your narrative for addressing each requirement, principle, or competency by writing it verbatim. Be certain to include the number of the requirement or competency as it appears on the list of competencies. If you are using the "clustered" competencies, restate the clustered

competency instead of the various competency statements incorporated within it. Follow the sequence of the competencies.

Example - Initial Licensure:

General Requirement #3: Evidence of at least 12 consecutive weeks of student teaching, or an equivalent learning experience.

Example - Social Studies (7-12):

Knowledge Standards #1: Methods of historical and social scientific investigation and critical evaluation, including use of evidence, data, and varied perspectives in interpreting historical events and analyzing public issues

Example – Early Childhood Education (a "clustered" endorsement area):

5440-36-KS&PS/PK 2: Knowledge of and ability to apply understanding of biological, genetic, environmental, cultural, and familial factors in children's development and their impact on exceptionalities.

2. Evidence:

In this section you need to identify the documentation that verifies the activity you described in the first section. Include the actual evidence in the portfolio unless it is impractical to do so. Evidence can be representational, such as pictures of student projects rather than including “bulky” student work samples.

One carefully planned source of evidence may be used to meet more than one competency. However, each competency must include a separate analysis/reflection section.

3. Description of the Activity:

In this section you need to describe what you have done to meet this competency. This section includes the details of what, where, and when. It is possible that one activity may be used to address more than one competency. In such cases, you may copy and use the same description for the two competencies.

Examples:

Worked at Randolph High School as an individual reading tutor for first and second graders for the 2000-2001 school year.

Attended “Hands-On Math” workshop offered through UVM on September 26, 2000.

4. Analysis/Reflection:

This section of your narrative includes your thinking or justification as to why the activity (supported by evidence) meets the requirement or competency. This is where the connections between the competency, the activity, and the evidence that you are presenting are explicitly stated.

Refer to the following examples of completed narratives.

Example of a Narrative from a Portfolio for an Initial License –

Principles for Vermont Educators

Principle #2: *The educator understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.*

Evidence #1 – Project Architect of the new (1998) Tracy Elementary School (2624 West 6th Street; Erie, Pennsylvania 16505)

Description - The Student is the focus of education. It is vital in the design of a school that the emphasis be on the individuality of the learner. In the design of a school/classroom, recognition must be given to the learners' experiential backgrounds and their responses to them.

Analysis/Reflection – In my research, I found that teachers wanted alternate options to the traditional classroom. In Tracy Elementary School I created an outdoor teaching area that incorporated the use of chalkboards (slate salvaged from the previous school) within the walls of the courtyard. It gives the flexibility to the teacher to provide varied learning opportunities that were not part of their previous school.

Same Competency

Evidence #2 – Turning Points 2000 Recommendations
TAP Seminar 1/21/05 with M.J. Stinson

Description –

- Creating a safe environment in the classroom by encouraging students to work in groups
- Creating learning opportunities that encourage emotional development

Analysis/Reflection – In my Art 1 class I have a wide range of learners. I adapted a technique that I learned from MJ's lecture (TAP Seminar 1/21/05) that worked just fabulously. I assigned a drawing project based on a previous lecture. The groups worked together discussing their ideas and helping each other understand the concepts of the project. In some cases, I knew that there was prior knowledge in an area and I suggested to that student that he take the lead in that particular area. What I noticed (and want to continue to foster) is the type of group interaction that happened between the students. In this particular class many of the students did not know each other. This group activity had seniors interacting with freshmen. I was happy to see how supportive the groups were of their team members and the final project. I will definitely use this type of group learning experience again.

***Example of a Narrative from a Portfolio for an
Endorsement in Elementary Education***

PK 1: *Knowledge of the progression of early childhood through early adolescent growth and development and ability to apply this knowledge to all aspects of elementary practice*

Evidence #1 – Needs Assessment of a First/Second Multiage Classroom

Description - This needs assessment was created in October 2000 as part of the preparation for teaching a standards-based unit on Mexico to a first/second grade class.

Analysis/Reflection – In creating this needs assessment, I researched the typical cognitive, social/emotional, and physical development of 6 to 8 year olds. I then applied this learning when planning and teaching the activities to the class. I was certain to physically engage the students and provide small group and peer activities since children at this developmental stage need to use large motor movements and practice social skills. What was particularly exciting about planning this way was that I could actually base my teaching on sound developmental theories. This piece of evidence demonstrates my understanding of the developmental needs of the population of students I was teaching.

Same Competency

Evidence #2 – Boston University Transcript

Description – I took an undergraduate course in Child Development at Boston University in the Spring of 1993. This course covered the physical, intellectual, social/emotional, linguistic and cognitive development of children from prenatal through middle childhood. The class required a 4 hours/week practicum at a local elementary school. I completed the course with an A-.

Analysis/Reflection – This course introduced me to the various theories of child development, the ages and stages of development, and some of the causes and characteristics of atypical child development. Although the class was very interesting, what really made the difference was having to spend 4 hours every week at a second grade class in Dorchester to do observations and get to see child development up close. I not only learned about child development there, I also learned that I wanted to someday teach kids.

Assembling Your Portfolio

Organization

It is to your advantage to clearly organize and label your portfolio so the Peer Review Panel members can quickly and easily access all necessary information.

We strongly encourage candidates to submit their portfolios in CD format. However, portfolios submitted in 3-ring binders will be accepted.

Remember that you will need to submit **four copies⁹** of your portfolio to the Peer Review Panel. **Label the outside of each copy with the date of submission, your name, address, phone number, and email address. Also indicate whether this is an initial license or additional endorsement, and the level and endorsement area sought.**

Title Page - Include the same personal and licensure information as the cover.

Table of Contents - Be sure to indicate each section by page number. Number the pages clearly.

Tabs - Use tabs to make it easy for reviewers to locate each piece of evidence since the Panel members will want to refer to these documents frequently.

NOTE: PLEASE DO NOT USE PLASTIC SHEET PROTECTORS.

Order of Presentation

Your portfolio contains two sections.

I. Introductory Section

- ☐ Cover letter to the Peer Review Panel
- ☐ Resume
- ☐ Copy of any relevant licenses (e.g., Vermont Educator License, Vermont Nursing License)
- ☐ Three letters of support from professionals who can vouch for your work and knowledge (NOTE: Must be on official letterhead and signed.)

II. Addressing the Competencies

- ☐ Narrative for each requirement and competency. If you are seeking *initial licensure*, begin with the “General Requirements and Principles for All Initial Licenses” followed by the specific endorsement requirements and competencies. If you are seeking an *additional endorsement*, only address the specific endorsement requirements and competencies.
- ☐ For each narrative response, include the supporting piece of evidence. Be certain to label the evidence. Since it is possible to use one piece of evidence to document more than one requirement or competency, use tabs or hypertext in order for Panel members to easily locate what you are describing.

⁹ Remember to keep a copy of your entire portfolio for your own records.

FREQUENTLY ASKED QUESTIONS

1. *How do I decide if Peer Review is the best option for me?*

Peer Review may be the best option to initial licensure or an additional endorsement **if** you have both some coursework and documented experiences that address the requirements and competencies. To judge whether to pursue licensure through Peer Review, first become well informed about the requirements and competencies you need to meet, and what is required to successfully complete a Peer Review portfolio. It will be helpful to attend a Peer Review Clinic or discuss your options with the Peer Review Consultant or with an educator you know. If it appears that you are not able to meet several of the competencies, you may be better off enrolling in a fifth year licensure program at a Vermont college or university.

2. *Why is it strongly recommended that the Praxis testing requirements be completed prior to applying for Peer Review or preparing a portfolio?*

Since Peer Review is a costly process, both in terms of time and money, it is wise to pass the testing requirements before investing in Peer Review. Passing scores on the Praxis I are clear evidence that you have met portions of the General Requirement #4, “the ability to communicate effectively in speaking, writing and other forms of creative expression and the ability to apply basic mathematical skills, critical thinking skills, and creative thinking skills.” Additionally, passing scores on the Praxis II will serve as evidence of your content knowledge and enable you to demonstrate 5235, Principle #1 for *initial licensure* and several other endorsement specific competencies.

3. *How long does it take to go through Peer Review?*

The answer to that question depends mainly on how quickly you complete your portfolio and the outcome of the Peer Review Panel’s evaluation of your work. It can take 3-6 months from the time we receive your portfolio to the time you are notified as to the outcome of your review. Please keep in mind that February-June is the busiest time for Peer Review and it could take longer for the process if you submit a portfolio during these months.

4. *Is it necessary that I demonstrate competence in each of the “Additional Requirements” for the endorsement area I am seeking?*

Yes. If you do not meet one or more of the “Additional Requirements” (e.g., if you do not have a major in English which is required for the English endorsement), you must demonstrate that you have coursework and/or experiences that are equivalent to that requirement.

5. *Can I apply for two endorsements at the same time?*

Although it is not recommended, you may. However, you will need to submit two separate portfolios and pay two fees. Each endorsement requires convening a Panel of educators who are licensed and expert in that endorsement area. One Panel can not effectively evaluate two portfolios and two sets of endorsement competencies at the same time.

6. *How long do I have to submit my portfolio once it has been determined that I am eligible to seek licensure or additional endorsement through Peer Review?*

You have one year from the date of your eligibility letter to submit a portfolio. If you are unable to submit your portfolio within the year, you will need to re-apply for peer review.

7. *How long do I have to submit additional evidence for the Panel to reconsider?*

You have two months from the date of your official notification to submit additional evidence for the Panel to reconsider.

8. *If my Panel doesn't recommend me for licensure, do I get my fee back?*

No. Once you have submitted your portfolio and met with your Panel, your fee cannot be returned. The fee pays for all of the costs involved in setting up the Peer Review, reviewing the portfolio, compensating the Panel members, and completing the follow-up documentation.

9. *If my Panel concludes that I have not met all the initial licensure general requirements and basic principles, if applicable, and the endorsement's additional requirements and competencies, how long do I have to complete the work?*

Your plan for meeting the “unmet” requirements, principles, and competencies needs to be submitted to the Peer Review Consultant within six months of receiving your official notification. You must complete the work within two years of receiving your official notification in order to remain in compliance with regulations.

10. *Do I need to student teach?*

Regulations state that anyone seeking *initial licensure* must submit “evidence of at least 12 consecutive weeks of student teaching, *or an equivalent learning experience*” (General Requirement #3). If you have not completed student teaching but have had a substantial amount of supervised experiences working with students in the endorsement area you seek, your Panel may determine that you have had an “equivalent learning experience.”

11. *If I decide or my Panel decides that I haven't met the student teaching (General Requirement #3), who sets up the student teaching internship?*

You have the responsibility for setting up the student teaching internship and covering any costs associated with the internship. A packet of information and evaluation forms for Peer Review candidates who need to complete student teaching is available from the Peer Review Consultant.

12. *Is there reciprocity for licenses obtained through Vermont's Peer Review Program with other states?*

That depends upon the state. Some states who participate in the NASDTEC Interstate Reciprocity contract do not recognize licenses obtained through any alternate routes. The best way to find out is to contact the licensing or certification office of the state in which you would like to work.

13. *Does a Vermont license obtained through Peer Review look any different than one obtained by completing an approved program?*

No, there is nothing on the license that indicates that the person went through Peer Review rather than an approved program. However, a review of your transcripts would show that you did not complete an approved program.

14. Can I apply for a teaching or administrative position while I am going through Peer Review?

Yes, you can apply, but state law requires school districts/schools to hire appropriately licensed and endorsed educators. However, if the school district/school has made all reasonable attempts to find an appropriately licensed and/or endorsed applicant but is unsuccessful in doing so, the school administrator can request that a provisional or an emergency license be issued to the applicant, depending on the applicant's qualifications (refer to Rules 5350 and 5360 in the *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals*, effective 4-1-08).

APPENDICES

Appendix A – Sample of Recording Form

1. Initial Licensure
2. Modern and Classical Languages

Appendix B – Sample “Panel Evaluation”

1. Panel Evaluation - English
2. Panel Evaluation - Elementary Education (clusters)

PEER REVIEW/ALTERNATE LICENSURE PROGRAM
Recording Form for Reviewers' Assessments of Candidate Portfolio

Initial Licensure Requirements and Principles

Item	Requirement/Competency	Evidence is (check one)		Explanation of Rating	Questions for Interview
		Adequate	Inadequate		
General Requirements:					
1	Baccalaureate degree with a major, or its equivalent, in the liberal arts and sciences or in the content area of the endorsement being sought except as otherwise noted (see pg. 6, requirement #1).				
2*	Documentation of the specified content knowledge and performance standards and additional requirements, if any, for the endorsement(s) being sought.				
3	Evidence of at least 12 consecutive weeks of student teaching, or an equivalent learning experience.				
4	Demonstrated ability to communicate effectively in speaking, writing and other forms of creative expression and ability to apply basic mathematical skills, critical thinking skills, and creative thinking skills.				
5	Demonstrated competency as specified in the following requirements (also referred to as the <i>Principles for Vermont Educators</i>).				
Principles:					
Principle #1	The educator has knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of <i>Vermont's Framework of Standards and Learning Opportunities</i> .				

***NOTE:** Complete this item after assessing the candidate's responses to the endorsement competencies

Initial Licensure Requirements and Principles – Page 2

Item	Requirement/Competency	Evidence is (check one)		Explanation of Rating	Questions for Interview
		Adequate	Inadequate		
Principle #2	The educator understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.				
Principle #3	The educator understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.				
Principle #4	The educator understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Framework of Standards and Learning Opportunities</i> .				
Principle #5	The educator creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.				
Principle #6	The educator implements, adapts, revises, and, when necessary, creates curriculum based on standards, knowledge of subject matter, and student needs and interests.				
Principle #7	The educator uses multiple assessment strategies to evaluate student growth and modify instruction to ensure continuous intellectual, social, physical, and emotional development of every student.				
Principle #8	The educator integrates students with disabilities into appropriate learning situations.				

Appendix A1 – Recording Form - Initial Licensure

Initial Licensure Requirements and Principles – Page 3

Item	Requirement/Competency	Evidence is (check one)		Explanation of Rating	Questions for Interview
		Adequate	Inadequate		
Principle #9	The educator integrates current technologies in instruction, assessment, and professional productivity.				
Principle #10	The educator understands conditions and actions which would tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address discrimination.				
Principle #11	The educator works as a team member and establishes collaborative relationships with school colleagues, parents, agencies and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum.				
Principle #12	The educator recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students.				
Principle #13	The educator understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.				
Principle #14	The educator grows professionally, through a variety of approaches, to improve professional practice and student learning.				

Appendix A1 – Recording Form - Initial Licensure

Initial Licensure Requirements and Principles – Page 4

<i>Item</i>	<i>Requirement/Competency</i>	<i>Evidence is (check one)</i>		<i>Explanation of Rating</i>	<i>Questions for Interview</i>
		<i>Adequate</i>	<i>Inadequate</i>		
Principle #15	The educator assesses student progress in relation to standards and modifies curricula and instruction, as necessary, to improve student learning.				
Principle #16	The educator maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood.				

NOTE: This format is also used in the recording forms for each of the endorsements.

**PEER REVIEW/ALTERNATE LICENSURE PROGRAM
PANEL EVALUATION**

Competencies for Modern and Classical Languages Endorsement

<i>Item</i>	<i>Requirement/Competency</i>	<i>Evidence is (check one)</i>		<i>Explanation of Rating</i>	<i>Questions for Interview</i>
		<i>Adequate</i>	<i>Inadequate</i>		
	<p><u>Additional Requirements:</u></p> <p>A major in a modern or classical language, or the equivalent in undergraduate and/or graduate coursework. (Native speakers and speakers of ASL are exempt from this requirement.) Student teaching experience, or its equivalent, at the early childhood/elementary (PK-6) or middle/secondary (7-12) instructional level. To qualify for the full PK-12 authorization, an additional practicum experience, or its equivalent, shall be required at the instructional level at which the applicant did not do his or her student teaching.</p>				
	<p><u>Knowledge Standards (KS):</u> Demonstrates knowledge of foreign language and language education concepts and skills delineated in current national professional standards and in Vermont's <i>Framework of Standards and Learning Opportunities</i> including:</p>				
KS1	<p>Proficiency in speaking, reading, writing, and aural comprehension in the target language(s)</p> <p><u>For American Sign Language:</u> Proficiency in receptive and expressive language</p>				
KS2	<p>The structure, phonetic system, and different socio-linguistic levels of the target language(s)</p> <p><u>For American Sign Language:</u> The application of concepts of phonology, syntax, morphology, and pragmatics to the teaching of American Sign Language</p>				

Page 2 - Competencies for Modern and Classical Languages Endorsement

<i>Item</i>	<i>Requirement/Competency</i>	<i>Evidence is (check one)</i>		<i>Explanation of Rating</i>	<i>Questions for Interview</i>
		<i>Adequate</i>	<i>Inadequate</i>		
KS3	<p>The practices, products, and perspectives of the target culture(s), including a broad general foundation in the arts, history, geography, economics, and literature of the target culture(s)</p> <p><u>For American Sign Language:</u> --Knowledge of the history, social structure, artistic, and literary contributions of the Deaf culture --The ability to interpret contemporary lifestyles, customs, and cultural patterns of the Deaf culture in American Sign Language-speaking regions</p>				
KS4	The individual and societal advantages of foreign language learning				
KS5	The developmental process of second language acquisition at the early childhood/elementary and/or middle/secondary levels				
KS6	Research-based instructional methods and strategies that develop foreign language communication skills as a process and articulate continuous sequences of instruction across the early childhood/elementary and/or middle/secondary instructional levels				
<u>Performance Standards (PS):</u> Implements a foreign language curriculum that provides students with opportunities to achieve the cultural and linguistic outcomes specified in current national professional standards and in Vermont's <i>Framework of Standards and Learning Opportunities</i>. Specifically the educator:					
PS1	Applies knowledge of research-based methods and strategies for teaching foreign languages and cultures to the design of developmentally appropriate learning activities for students with diverse learning styles, interests, and linguistic backgrounds				

Page 3 - Competencies for Modern and Classical Languages Endorsement

<i>Item</i>	<i>Requirement/Competency</i>	<i>Evidence is (check one)</i>		<i>Explanation of Rating</i>	<i>Questions for Interview</i>
		<i>Adequate</i>	<i>Inadequate</i>		
PS2	Uses authentic documents and materials (such as music, art, food, literature, or newspapers) in order to develop students' understanding and appreciation of the target culture's history, geographical regions, values, and customs				
PS3	Selects and incorporates instructional media appropriate to foreign language learning, including authentic print and electronic materials from the target culture				
PS4	Focuses teaching on the development of cross-cultural and linguistic competence through critical thinking and communicative activities				
PS5	Integrates classroom curricular themes with the foreign language curriculum (early childhood/elementary)				
PS6	Advocates for all students to learn a foreign language and culture at the earliest possible age				

Peer Review/Alternate Licensure Program

Panel Evaluation - English Endorsement Competencies

Item	Requirement/Competency	Evidence is (check one)		Evidence	Explanation of Rating
		Adequate	Inadequate		
5440-05	A major in English or Comparative Literature, or the equivalent in undergraduate and/or graduate coursework.	✓		Transcript – Yale University Interview Responses	Yale University - Major: English Literature (3.75 GPA) O.P. was very articulate during interview.
Knowledge Standards: Demonstrates knowledge of research-based principles and processes underlying literacy development, and the components of effective literacy instruction, as delineated in current national professional standards¹ and reflected in Vermont's Framework of Standards and Learning Opportunities. Specifically, the educator understands and/or knows:					
KS1	<i>Development of Oral Language and Literacy</i> – Processes, principles, and dimensions of oral language acquisition; the relationship between oral language development and literacy development; the impact of physical, emotional, and cultural factors on language development and acquisition of reading and writing; role of metacognition in reading, writing, listening, speaking, and representing visually; the elements of effective verbal and non-verbal communication	✓		Transcript – Yale University Bibliography of Independent Reading	O.P.'s coursework in Language Acquisition and the Nature and Structure of Language provided her with adequate knowledge of the development of oral language and literacy. Her extensive bibliography of articles and books by noted experts in linguistics was supporting evidence as well.
KS2	<i>Literature and Media</i> – A wide variety of quality, age-appropriate literature and non-print media (i.e., film, video) across genres, eras, cultures, and subcultures; literary elements and devices; critical theories and approaches to analysis and interpretation of literature and non-print media (e.g., historical, deconstructionist, New Criticism)		✓	Transcript – Yale University Interview Responses	O.P.'s coursework in American Literature, World Literature, African-American Literature, British Literature, Modern Literature, and Literacy Theory provided her with adequate knowledge of the various methods used to communicate. However, there is no evidence of O.P.'s knowledge of adolescent literature.
KS3	<i>Language and Word Study</i> – The purposes of language and approaches to analyzing language; etymology of the English language; the pronunciation of English phonemes and their graphemes; vocabulary development and its relationship to literacy acquisition	✓		Transcript – Yale University Bibliography of Independent Reading	O.P.'s coursework in Language Acquisition and the Nature and Structure of Language provided her with adequate knowledge of language and word study. Her extensive bibliography of articles and books by noted experts in linguistics was also evidence to support this knowledge.

English Competencies - Page 2

Item	Requirement/Competency	Evidence is (check one)		Evidence	Explanation of Rating
		Adequate	Inadequate		
KS4	<i>Reading Comprehension and Fluency</i> – Reading as the process of constructing meaning from text; the components of fluency; factors that influence comprehension and fluency; typical elements and features of narrative and expository texts, and how readers' awareness of these features supports comprehension; cognitive strategies and instructional approaches for supporting comprehension and fluency	✓		Transcript - St. Michael's College	O.P.'s course in the Reading Process was adequate evidence to show that she has knowledge of reading comprehension and fluency.
KS5	<i>Written Expression</i> – The composing processes that writers use, and planning strategies most appropriate for particular kinds of writing; dimensions of quality writing and types of writing; the conventions of written English; uses of writing portfolios and benchmarks and standards for various age/grade levels	✓		Certificate of Participation - Middlebury Writing Conference Samples of Own Writing Showing Process Transcript - Yale University Letter from Supervisor at Macmillan Publishing	O.P.'s participation in a week long conference on the Writing Process was adequate evidence to document her knowledge as it relates to written expression. Her writing samples clearly reflected knowledge of and ability to use the writing process. Her coursework in English Grammar and Composition was further support. A very strong letter from her supervisor attesting to her work as an assistant editor.
KS6	<i>Assessment and Adaptation of Literacy Instruction</i> – The importance of individualizing the literacy program to address the needs and strengths of learners; a variety of valid and efficient language arts assessments appropriate for different purposes; the observable characteristics of a variety of reading and writing difficulties; strategies for modifying literacy instruction to support the needs of individual learners, including English Language Learners (ELL's)	✓		Transcript - St. Michael's College Certificate of Participation - Middlebury Writing Conference	O.P.'s coursework (4.0 GPA) in secondary English methods and the Reading process attested to her knowledge of assessment and adaptation of literacy instruction. Additionally, her participation in a week-long conference on the writing process expanded her knowledge in this area.

Appendix B1 – Sample Panel Evaluation - English

English Competencies - Page 3

English Competencies - Page 3					
Item	Requirement/Competency	Evidence is (check one)		Evidence	Explanation of Rating
		Adequate	Inadequate		
Performance Standards: Implements a language arts curriculum that fosters interest and growth in all aspects of oral and written literacy in order to provide students with the communication skills necessary to understand and influence their own lives and to learn about the world, including exploring personal identity and social relationships, making ethical judgments, and critically evaluating ideas. Specifically, the educator:					
PS1	<p><i>Literacy Development through Literature and Media –</i></p> <p>Uses a wide variety of fiction and non-fiction textual materials, including some of students’ own selection, to increase students’ motivation to read independently for information, pleasure and personal growth</p> <p>Selects and reads quality literature aloud and applies tools of literary analysis to the facilitation of discussions of central themes and ideas within literature and non-print media</p> <p>Uses active instructional strategies (e.g., debate, dramatization, presentation) to promote various dimensions of oral language development, and to facilitate critical analysis and interpretation</p> <p>Teaches students to distinguish between fact, opinion, and interpretation, and how to analyze and judge the credibility of print and non-print communications</p> <p>Models, fosters, and teaches active listening in order to enable thoughtful, equitable, and respectful classroom discourse</p> <p>Models and teaches the elements of effective verbal and non-verbal communication</p>	✓		<p>Transcripts - Course: Secondary English Methods (4.0 GPA)</p> <p>Videotape - Section on Students in a Group Discussion</p> <p>Student Papers - “Was Hamlet a Hero or a Villain?”</p> <p>Transcript - St. Michael's College</p> <p>Standards-based Unit on Hamlet.</p>	<p>O.P. 's interaction and questioning techniques as seen on videotape is clear evidence of ability to push student’s critical thinking skills. The video also attests to her ability to facilitate participatory, respectful classroom discourse around important topics of literary analysis.</p> <p>Her feedback on the students' papers further supports her ability to promote student’s critical thinking.</p> <p>The unit's lesson plans demonstrate a variety of methods, including use of technology.</p>

Appendix B1 – Sample Panel Evaluation - English

English Competencies – Page 4

<i>Item</i>	<i>Requirement/Competency</i>	<i>Evidence is (check one)</i>		<i>Evidence</i>	<i>Explanation of Rating</i>
		<i>Adequate</i>	<i>Inadequate</i>		
PS2	<p><i>Language and Word Study –</i></p> <p>Teaches students to use syntactic, semantic, and graphophonemic cues to identify and spell words</p> <p>Employs effective instructional strategies for the development of a broad, independent vocabulary</p>	✓		Lesson Plans from Standards-based Unit on Hamlet	In her lesson plans, O.P. incorporated effective embedded spelling and vocabulary instructional strategies.
PS3	<p><i>Reading Comprehension and Fluency-</i></p> <p>Provides explicit instruction in how to flexibly use pre-, during, and post-reading cognitive strategies to understand, analyze, and interpret a variety of types of texts</p> <p>Employs a range of instructional approaches to support comprehension across the content areas</p> <p>Uses instructional strategies to build or strengthen fluency</p>	✓		Lesson Plans from Standards-based Unit on Hamlet	In her lesson plans, O.P. incorporated specific instructional approaches and activities that support comprehension.
PS4	<p><i>Written Expression –</i></p> <p>Organizes and implements a writing portfolio program that promotes high quality writing by including a variety of instructional strategies and topics to teach purposes, structures, and composition</p> <p>Uses required writing rubrics and benchmarks for assessing student writing, and teaches students to use these to analyze their own writing</p> <p>Models and teaches appropriate grammar, usage, and mechanics</p>	✓		Student Work Samples Videotape – Section on Teaching Persuasive Writing	The student work samples clearly reflect a wide range of writing – examples of students’ drafts demonstrate progression. The videotape segment also provides clear evidence of her ability to teach students how to write for different purposes and audiences.

Appendix B1 – Sample Panel Evaluation - English

English Competencies – Page 5

<i>Item</i>	<i>Requirement/Competency</i>	<i>Evidence is (check one)</i>		<i>Evidence</i>	<i>Explanation of Rating</i>
		<i>Adequate</i>	<i>Inadequate</i>		
PS5	<p><i>Assessment and Adaptation of Literacy Instruction –</i></p> <p>Uses a variety of valid assessment strategies to regularly evaluate students' progress in all of the individual dimensions of reading and writing development</p> <p>Uses the results of literacy assessments to adjust and/or target instruction, to flexibly group students, when needed, and to appropriately match students with reading material</p>	✓		<p>Student Work Samples from <i>Hamlet</i> Unit</p> <p>Records of Student Progress</p>	<p>O.P.'s feedback on student work samples reflects knowledge of assessment of students' development in reading and writing.</p> <p>The records of student progress offer clear evidence of literacy assessment skills.</p>

PEER REVIEW/ALTERNATE LICENSURE PROGRAM

Panel Evaluation - Elementary Education Endorsement "Clustered" Competencies

<i>Item</i>	<i>Requirement/Competency</i>	<i>Evidence is (check one)</i>		<i>Evidence</i>	<i>Explanation of Rating</i>
		<i>Adequate</i>	<i>Inadequate</i>		
	<u>Additional Requirements:</u> A minimum of a practicum, or the equivalent, in elementary education at both the primary (K-3) and upper (4-6) elementary instructional levels.		✓	Stowe Elementary School (SES) - Speech Language Paraprofessional Special Education Paraprofessional - Kindergarten Assistant Teacher	The panel considered O.P.'s para-professional positions at Stowe Elementary School (SES) at both the early primary and upper elementary grades to be equivalent to a practicum. There was not sufficient evidence to indicate that O.P.'s responsibilities were comparable to student teaching.
Knowledge and Performance Standards – Professional Knowledge (PK):					
PK 1	Knowledge of the progression of early childhood through early adolescent growth and development and ability to apply this knowledge to all aspects of elementary practice	✓		Transcripts - University of Vermont (UVM) and Johnson State College (JSC)	O.P.'s psychology and child development courses and the observations that she conducted as part of this coursework was considered to be adequate evidence.
PK 2	Knowledge of the characteristics and signs of atypical development and the challenges these present to teaching and learning	✓		Transcript - UVM SES - Special Education Paraprofessional Special Education Paraprofessional Presentation on Dyslexia	O.P.'s child development and special education courses, her participation in the paraprofessional presentation on dyslexia, and her involvement as a member of the team at SES that creates and implements appropriate academic and behavioral plans for students with special needs all attest to her knowledge in this area.
PK 3	Knowledge of and ability to collaborate with parents to promote parent-teacher and parent-child communication about student learning and development	✓		Student Progress Reports Interview Responses	During the interview, O.P. explained several instances where she has established positive, collaborative relationships with families around student learning. She used the student progress reports she submitted to illustrate her examples.

Elementary Education - Page 2

Item	Requirement/Competency	Evidence is (check one)		Evidence	Explanation of Rating
		Adequate	Inadequate		
PK 4	Knowledge of and ability to develop and implement integrated curriculum and instruction	✓		Transcript - JSC Differentiating Curriculum Seminar Presentation on Howard Gardner Lesson Plans Video of Classroom Lesson	O.P.'s coursework in elementary curriculum and instruction, her professional development experiences, her teaching experiences as a paraprofessional, and the lesson plans and video of her teaching demonstrate her ability to develop and implement integrated curriculum and differentiated instruction.
PK 5	Knowledge of and ability to implement appropriate learning environments	✓		Letters of Reference - SES Video Transcript - JSC	O.P.'s coursework in child development and elementary curriculum and instruction provide adequate evidence of her knowledge in this area. The letters of reference and video document her ability to apply this knowledge at the elementary level.
PK 6	Knowledge of and ability to integrate the arts and creative expression in the elementary curriculum	✓		Resume Examples of Creative Writing Lesson Plans	O.P.'s samples of her creative writing, her work experience in the arts, and her lesson plans document her knowledge and skills in this area.
Knowledge and Performance Standards – English Language Arts (ELA):					
ELA 1	Knowledge of the processes, principles, and dimensions of oral language and literacy development	✓		Transcript - JSC SES - Special Education Paraprofessional, SLP Paraprofessional	O.P.'s coursework in children's language and literacy development, and her experiences evaluating students' literacy development attest to her knowledge in this area.
ELA 2	Knowledge of a wide variety of children's and early adolescent literature and media	✓		Transcript - JSC Kindergarten Lessons Interview Responses	O.P.'s course in children's literature and her explanation of how, as an assistant kindergarten teacher, she organized a variety of literacy activities that developed students' enthusiasm for and appreciation of literature were considered to adequately document her skills in this area.

Elementary Education - Page 3

Item	Requirement/Competency	Evidence is (check one)		Evidence	Explanation of Rating
		Adequate	Inadequate		
ELA 3	Knowledge of the purposes and elements of language	✓		Transcript - JSC	O.P.'s language and literacy development, including course study of the purposes and elements of language, showed that she has knowledge.
ELA 4	Knowledge of the developmental progression of phonological awareness, spelling, and morphological analysis	✓		Transcript - JSC SES - Special Education Paraprofessional, SLP Paraprofessional, Kindergarten Assistant Teacher	O.P.'s coursework in children's language and literacy development, and her experiences evaluating literacy development and supporting students with difficulties in these areas as a paraeducator qualify her in this area.
ELA 5	Knowledge of the processes and components of reading comprehension and fluency	✓		Transcript - JSC SES - Special Education Paraprofessional	O.P.'s coursework in the reading process and her experiences supporting students who have reading comprehension and fluency difficulties as a paraeducator were adequate evidence of her knowledge.
ELA 6	Knowledge of the process of writing development and the components of effective written expression	✓		Transcript - JSC SES - Special Education Paraprofessional Bibliography - Writing	O.P.'s bibliography of reading she has done in the area of writing development and writing instruction, her coursework in teaching writing, and her work supporting students with writing difficulties as a paraeducator evidenced her knowledge.
ELA 7	Knowledge of and ability to implement in a comprehensive literacy program instructional strategies that support development of oral and written language, literature appreciation and analysis, decoding and word analysis, written expression, and reading comprehension and fluency	✓		Transcript - JSC SES - Special Education Paraprofessional Bibliography Letters of Reference - SES Lesson Plans Video of a Classroom Lesson	The evidence O.P. presented (e.g., coursework, lesson plans, letters of reference, video) indicated that she has the knowledge and skills to implement a comprehensive literacy program.

Elementary Education - Page 4

Item	Requirement/Competency	Evidence is (check one)		Evidence	Explanation of Rating
		Adequate	Inadequate		
ELA 8	Knowledge of and ability to assess the various dimensions of literacy development and adapt literacy instruction to meet the needs of individual students	✓		Student Progress Reports SES - Special Education Paraprofessional Letters of Reference - SES Lesson Plans Video of a Classroom Lesson	O.P. has had extensive experience evaluating student's literacy development through her work as a paraeducator. The student progress reports she submitted attest to her skills in assessing literacy and adapting literacy instruction.
Knowledge and Performance Standards – Mathematics (M):					
M 1	Knowledge of the process of children's numeracy development, common misconceptions in the mathematical reasoning of children, and implications for instruction	✓		Transcripts - UVM and JSC	O.P.'s coursework in child development and the methods of elementary mathematics, as well as her work supporting students with mathematical difficulties, indicate that she has knowledge in numeracy development.
M 2	Knowledge of and ability to apply state and national standards and content, concepts, and skills in the areas of number and operations, algebra and functions, geometry and measurement, and data analysis, statistics, and probability	✓		Transcript - UVM Bibliography - Math Interview Responses	O.P.'s college coursework in mathematics, and her familiarity with state and national math standards (as evidence in her interview) were considered to be sufficient for meeting this standard.
M 3	Knowledge of and ability to implement appropriate elementary mathematics teaching methods	✓		Transcript - JSC Interview Responses	O.P.'s course in methods of elementary mathematics provided adequate evidence that she has knowledge of how to use appropriate teaching methods. Her interview responses indicated her ability to this area.
Knowledge and Performance Standards – Social Studies (SS):					
SS 1	Knowledge of and ability to apply state and national standards and content, concepts, and skills in the areas of history; cultural geography; diversity, unity, identity, and interdependence; and citizenship	✓		Transcripts - UVM and JSC Interview Responses	O.P. presented evidence of college coursework in history and the social sciences. Her interview responses indicated that she has familiarity with state and national standards.

Elementary Education - Page 5

Item	Requirement/Competency	Evidence is (check one)		Evidence	Explanation of Rating
		Adequate	Inadequate		
SS 2	Knowledge of and ability to implement appropriate elementary social studies teaching methods	✓		Transcript - JSC Lesson Plans from standards-based unit on Early Americans	O.P. completed the course, "Teaching of Inquiry-Based Science and Social Studies in the Elementary School." In addition, her lessons plans incorporated inquiry-based strategies for the teaching of social studies content and concepts.
Knowledge and Performance Standards – Science (S):					
S 1	Knowledge of and ability to apply state and national standards and content, concepts, and skills in the areas of life sciences; physical sciences; earth, environmental, and atmospheric sciences; and living and non-living systems	✓		Transcripts - UVM and JSC Interview Responses	O.P. completed college coursework in the sciences. Her interview responses indicated that she has familiarity with state and national standards in science.
S 2	Knowledge of and ability to implement appropriate elementary science teaching methods	✓		Transcript - JSC Video	O.P.'s course "Teaching of Inquiry-Based Science and Social Studies in the Elementary School" indicated that she has knowledge of appropriate teaching methods in science. Her video showed her abilities in this area.